

An ADE Newsletter for Test Coordinators

August 2013



The Examiner



AIMS—**AIMS A**—**AZELLA**—**NAEP**—**PARCC**
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Irene Hunting, Deputy Associate Superintendent

SPRING 2014 PARCC FIELD TEST

During Spring 2014, more than 1 million students in grades 3-11 across the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium states will participate in the PARCC Field Test. More than 120,000 Arizona students, 12,000-15,000 per grade, are expected to participate in this field test. Over the past several months, many of Arizona's educators participated in the development and review of the test items that will be field tested. The primary purpose of the field test is to try out these newly written innovative items aligned to the Common Core State Standards. This field test will not produce student, school, or state results.

One of PARCC's vendors is developing an appropriate sample of Arizona schools to be included in the item field test. Some Arizona schools will participate in a paper-pencil field test, and some Arizona schools will participate in the online field test. Within a school, certain grades will be selected to participate. Typically, within the selected grades only one or two classrooms will be selected to participate. For high school mathematics, one or two classrooms per course (Algebra 1, Geometry, and Algebra 2) will be selected to participate. The school will select which classroom(s) to include in the field test. Guidance regarding how to select these classrooms will be provided.

Like the planned PARCC Assessments, the field test has two subject areas (English Language Arts/Literacy and Mathematics) and two components per subject area (Performance-Based Assessment and End-of-Year Assessment). Classrooms selected to participate in the field test will participate in only one subject area. Within that subject area, some classrooms will participate in only the Performance-Based Assessment, some classrooms will participate in only the End-of-Year Assessment, and some classrooms will participate in both. The Field Test Window for all PARCC states is shown below.

Field Test Window

Performance-Based Assessment Component: March 24 – April 11, 2014
 End-of-Year Component: May 5 – June 6, 2014

ADE will have the opportunity to preview the list of selected schools. ADE intends to email a "heads-up" notification to Superintendents/Charter Holders and AIMS District Test Coordinators on August 22 or 23 if their district or charter has schools selected for the PARCC field test. Official notification of inclusion in the field test will come from Pearson and will be emailed to AIMS District Test Coordinators during the week of August 26. If the field test sample includes schools that have closed, replacement schools will have to be selected. These replacement schools may not be notified until late September. As with all state-mandated testing, participation in the PARCC Field Test is required of all selected schools.

ADE is excited about this opportunity for Arizona schools and students to participate in this field test and to continue Arizona's involvement in the development of this innovative assessment. The Assessment Section is here to help schools through every step of the process.

More information about the PARCC Field Test can be found here: www.parcconline.org/field-test
 Questions regarding the PARCC Field Test may be emailed to PARCC@azed.gov

Also in Spring 2014, PARCC will provide computer-based practice tests with content similar to the field tests. This will allow all Arizona schools to become familiar with administering computer-based assessments and with the item types, interactive item functionalities, and computer-delivered accessibility features and accommodations that will be included on the operational Spring 2015 PARCC assessments. More information about the PARCC practice tests will be provided as it becomes available.

Spring 2014 AIMS Grade 3 Reading results

To help facilitate the implementation of the “Move on When Reading” law, the Spring 2014 AIMS Grade 3 Reading results will be available earlier than other AIMS 3-8 results. An AIMS Grade 3 Reading Roster will be posted online at *PearsonAccess* by end of day on May 22, 2014.

Key Dates for Fall 2013 AIMS HS

August 13 – Receive <i>PearsonAccess</i> Username/password	October 10-11 – Additional Order Window
August 19-30 – Participation Counts Window	October 22 – AIMS HS Writing
September 6 – Data extraction from SAIS for Pre-ID Labels	October 23 – AIMS HS Reading
September 16-20 – Pre-Test Workshop – Online through IDEAL	October 24 – AIMS HS Mathematics

Students to Be Tested

The Fall administration of AIMS HS is only for students in the cohorts normally associated with Grades 11 and 12. For this year, the tested cohorts are Cohort 2015, 2014, 2013 and below. Cohorts are determined by ADE based on the first year that students are enrolled in a high school. High school students are always tested on AIMS based on cohort, not by grade.

Students in the tested cohorts who have yet to pass one or more of the required content areas of AIMS HS (writing, reading, mathematics) are **expected** to test on the content area(s) they have not yet passed. However, students in cohorts 2015, 2014, 2013 and below, who have an IEP or a 504 plan continue to test on AIMS HS as determined by their IEP or 504 plan.

Students in the tested cohorts who have “Met” but not “Exceeded” on one or more content areas of AIMS HS (writing, reading, mathematics) **may** retest on the content area(s).

AIMS District Test Coordinators are expected to have completed lists of students participating in each of the three content areas no later than August 30.

Student Pre-ID Labels

Pre-ID labels will be produced for students in state-funded schools that have entered Fall 2013 AIMS HS test participation counts in *PearsonAccess* by August 30 and have enrollments in SAIS by September 6. Students in the tested cohorts who have yet to pass one or more of the required content areas of AIMS HS will automatically receive a label for the content area(s) they have not yet passed if their enrollment information is in SAIS by September 6.

Students who are retesting in an effort to earn an “Exceeds” will not receive a label. The student demographic information for students who are retesting in an effort to earn an “Exceeds” will have to be hand bubbled on their answer documents.

PearsonAccess User Name and Password

PearsonAccess user names and passwords from Spring 2013 will be deleted. New user names will be created for Fall 2013 testing. Pearson will send an email on August 13 with logon information to all AIMS District Test Coordinators with high schools. To enter *PearsonAccess*, test coordinators must use the link in the email sent by Pearson.

If you have not received your logon information email by August 14, please contact the Pearson AIMS Help Customer Service Line at 888.705.9421 (press 1) or at AIMSHelp@support.pearson.com.

AIMS continued

August 2013

Participation Counts Window

The *PearsonAccess* Fall 2013 AIMS HS participation counts window is August 19-30, 2013. Three tasks must be completed in *PearsonAccess* during this window:

- 1) verify contact information and shipping address,
- 2) select an October delivery window, and
- 3) enter participation counts

Every AIMS District Test Coordinator with high schools is expected to download the *Fall 2013 AIMS User's Guide – Participation Counts* and follow the directions in the guide for each of the three required tasks. This *User Guide* is posted on the Arizona AIMS “landing page” of *PearsonAccess*. www.pearsonaccess.com

Determining Participation Counts

Participation counts will be pre-populated in *PearsonAccess* based on Spring 2013 AIMS HS test results. These numbers serve only as an estimate of the actual participation counts for Fall 2013. AIMS District Test Coordinators must calculate the actual Fall 2013 AIMS HS participation counts for each content area (writing, reading, mathematics) by adding together the number of students who must test and the number of students who have signed up to test to “Exceed.” **Enter into *PearsonAccess* the exact number of students expected to participate for each content area.** Do not over-order. An overage is automatically included with every order.

Do not wait until the additional orders window to order large print or Braille. Counts for large print and Braille must be entered during the participation counts window of August 19-30. Enter counts for those students expected to participate in the Fall 2013 AIMS HS test administration whose IEP or 504 plan calls for that special format. **Large print and Braille materials that are not ordered during the initial participation counts window may not be available during the additional order window.**

Fall 2013 AIMS HS Pre-Test Workshops

The Fall 2013 AIMS HS Pre-Test Workshop will be presented online via IDEAL. **The online workshop will be available for one week September 16–20, 2013.** It will be presented in three sessions with each session taking no more than 30-40 minutes to complete. The online workshop may be completed in one or multiple sittings. To confirm registration for the workshop and the ability to view the presentation, AIMS District Test Coordinators must complete Session 1 by Tuesday, September 17. Session 2 and Session 3 must be completed by Friday, September 20. More details will be included in the email invitation that will be sent to AIMS District Test Coordinators on September 11.

Fall 2013 Test Manuals

Three test manuals are needed for the administration of the Fall 2013 AIMS HS:

Fall 2013 AIMS HS Test Coordinator's Manual,
Fall 2013 AIMS HS Test Administration Directions, and
AIMS Testing Accommodations: Guidelines for School Year 2013-2014

These manuals are available on the AIMS Test Coordinator web page and will be included in the Pre-Test Workshop packet that will be shipped to AIMS District Test Coordinators.

High Schools Not in Session on an AIMS Test Date

As in previous years, AIMS HS must be administered on only the scheduled dates. Schools that will not be in session on one or more scheduled AIMS HS test dates must notify ADE and request permission to test on alternate date(s). Such requests must be submitted to Mary Pat Wood, AIMS State Test Coordinator, on official district/school letterhead by the superintendent or charter representative and must include a copy of the official 2013-2014 school calendar.

Free AIMS HS Review Materials

This year ADE will continue to offer *Pearson Perspective* for high school students and their families. *Pearson Perspective* is an online resource with learning materials aligned to the Arizona Academic Standards for high school reading, mathematics, and science. The learning materials are presented in various formats including video, interactive, and print. The resources are grouped so that each activity includes instruction, practice, and an answer key. This allows students to use *Perspective* independently without additional classroom instruction or support.

Students who did not pass the Spring 2013 AIMS HS Reading or Mathematics test received a Learning Locator on their student report. The Learning Locator is a code that can be used on the *Perspective* site to access learning materials mapped specifically to the student's test results. Students will be directed to more intensive instruction for the strands in which they performed poorly. Students will be directed to shorter review for the strands in which they performed well. The use of these targeted learning materials should help the student be better prepared for the next AIMS HS test administration.

While Arizona's version of *Perspective* was developed for students and families, it can also be used by teachers. Teachers may create assignment sheets to address topics that were covered in class or to strengthen areas of need. Teachers may also use the resources in the classroom. *Perspective* can be accessed using the following URLs: www.PerspectiveForFamilies.com/AZ & www.PerspectiveForEducators.com/AZ

AIMS HIGH SCHOOL GRADUATION REQUIREMENTS

The State Board of Education has adopted a transition plan to phase out the high stakes AIMS test and to phase in new assessments that will measure student achievement at the end of each relevant course – necessary due to the full implementation of the new academic standards (Arizona Common Core Standards).

Graduating Classes of 2014, 2015 and 2016

Students in the graduating classes of 2014, 2015 and 2016 will be required to pass AIMS HS Writing, Reading, and Mathematics tests in order to graduate.

For those students who do not earn passing scores on all three content areas of AIMS HS there are alternative methods for meeting the AIMS high school graduation requirement.

Alternative Methods

- AIMS Augmentation
- College Entrance Exam Reciprocity
- Other States' Exam Reciprocity
- Board Examination Systems used for Grand Canyon Diploma
- Waiver for students with an IEP or 504 Plan

Graduating Classes of 2017 and Later

Students in the graduating class of 2017 and later will no longer be required to pass a high stakes test in order to graduate and instead will have their performance on course-specific achievement tests incorporated into their course grades throughout their high school careers.

The Board is currently in the processes of identifying the new assessments that will be used. Further information will be shared with the field as it becomes available.

Questions about the AIMS high school graduation requirement may be directed to HighSchoolGraduation@azed.gov.

If you have any questions regarding AIMS, please email MaryPat.Wood@azed.gov or phone 602.542.5345.

NCSC Pilot studies beginning in Fall of 2013

NCSC Wiki Site with all electronic resources available soon!

ADE recommended roll-out of NCSC instructional supports:

Instructional Resource Guide

Graduated Understandings

Instructional Families

Element Cards

As a state we have transitioned to full implementation of the Arizona Common Core Standards (ACCS) so if your teachers are teaching the ACCS standards, the alternate standards should be incorporated.

Teachers will use the NCSC instructional resources to assist in looking at the next steps in accessing the Arizona Common Core Standards (ACCS).

Transitioning from AIMS A to the new Alternate Assessment

The transition to the new alternate assessment is moving right along! At this time the National Center and State Collaborative (NCSC) is preparing for pilot testing phases. The pilot testing for school year 2013-2014 will consist of four studies that will begin in the fall. The student interaction studies will include eligible students interacting with the actual test items.

For more information about NCSC Assessment design, go to the following link: <http://www.azed.gov/standards-development-assessment/assessing-students-with-disabilities/aims-a-2/>

NCSC is in the process of developing a Wiki where all AZ educators will be able to access the NCSC instructional supports. Once this site is available, the alternate assessment unit will send an email to PEA AIMS A test coordinators and put the link on the AIMS A webpage.

Our focus will continue to be on the roll-out of the instructional resources. The NCSC resources roll-out will be accompanied by mini recorded webinars for each of the main instructional components. So far, webinars are being recorded for Graduated Understandings (Instructional Families), Element Cards, and Planning Lessons. Look for links to these mini webinars in the fall.

If you missed the Live Mega Mathematics Webinar in December, please access the recording on the AIMS A webpage. <http://www.azed.gov/standards-development-assessment/assessing-students-with-disabilities/aims-a-2/>

REMINDER: While the alternate academic standards will remain in place for the 2013-2014 AIMS A administration for ELA and Math, please do not forget that . . . the SCIENCE assessment remains as it is now and will continue beyond 2013-2014. *Alternate Academic Standards will remain for only the science content area when AZ transitions to the new alternate assessment.* The AIMS A Science assessment will continue to be administered with multiple choice and performance tasks for grades 4, 8, and 10.



Don't forget to share this information with your teachers!

AIMS A continued

August 2013

AIMS A Timelines

November

Register and Complete Mandatory AIMS A Training (Test Coordinators)

December

Submit Usernames and Password Requests for all test administrators

January

January 5-31 — Add eligible students into the AIMS A Application. Students must be entered by January 31 in order to ensure on-time delivery of performance tasks

February

February 15-March 31 — AIMS A testing window

Do your teachers need practice?

AIMS A Test Samples can be downloaded at <http://www.azed.gov/special-education/aimsa/teachers/t>

2013-2014 AIMS A Administration

CONGRATULATIONS on completing another AIMS A test administration!

As a result of feedback from our stakeholders, the ADE Alternate Assessment will be moving **AIMS A Test Coordinator Training to November** which is closer to the opening of the window to enter students. If you have been designated as the PEA's AIMS A test coordinator please look for information about how to register for mandatory 2013-2014 AIMS A Test Coordinator training. AIMS A Test Coordinator training must be completed and verified before your PEA will have access to enter students into the AIMS A Application.

Sharing information

The ADE Alternate Assessment Unit will present two sessions at the 2013 ESS Director's Institute, August 26-29, 2013. Look for updates and highlights of key areas at the 2013 Director's Institute *Science Stays!* session and a session on *Transitioning to a new Alternate Assessment*.

We will also be distributing a hardcopy of the *Test Coordinator's* and *Test Administrator's Manuals* for 2013-2014. Finally, we will distribute an electronic version of the NCSC *Mathematics Instructional Supports* with the manuals.

Spring 2013-2014 AIMS A Test Manuals

A hard copy of both the 2013-2014 AIMS A Manuals for *AIMS A Test Coordinators* and *Test Administrators* can be picked up at the *2013 ESS Director's Institute - Opening the Door to the Common Core*, August 26-28 at the Renaissance Glendale Hotel. Registration: <http://www.azed.gov/special-education/2013-directors-institute/>

An electronic version of the AIMS A Test Manuals will also be available for download on the AIMS A webpage: <http://www.azed.gov/special-education/aimsa/special-education-directors/> under Testing

Questions

If you have any questions, please do not hesitate to contact our offices we will be happy to assist you!
Audra Ahumada, Director of Alternate Assessment: 602.542.4061.



Welcome to the “NEW” AZELLA

Arizona has completed the transition to the new AZELLA which is now linked to Arizona’s Common Core Standards. All new to Arizona PHLOTE students will be tested with the new AZELLA Placement Test. This test is available all year. Student responses are key-entered into the scoring application available on *PearsonAccess*. Extended writing items will be scored locally by trained AZELLA writing scorers. A second form of the AZELLA will be used for the annual reassessment. The testing window will be February 10 – March 28, 2014. Both tests require students to demonstrate overall proficiency and also proficiency in Reading and Writing to be considered fluent English proficient.

Former ELL students in the two monitoring years following reclassification will no longer be required to be tested annually with the AZELLA.

Checklist for AZELLA District Test Coordinators

- ☐ Complete AZELLA Placement Test Training on IDEAL
- ☐ Order AZELLA Placement Test materials on *PearsonAccess* (if locked out of *PearsonAccess*, email AZELLA@azed.gov)
- ☐ Have your Kindergarten Placement Test Administrators complete the AZELLA Kindergarten Placement Test Administration Training and Qualification at www.perspectiveforeducators.com/azella
- ☐ Train staff members who will be administering the AZELLA Stages II-V Placement Tests
- ☐ Have your AZELLA writing scorers complete the AZELLA Writing Scoring Training and Qualification at www.perspectiveforeducators.com/azella
- ☐ Have your staff who will be key-entering student data and student responses for AZELLA Placement Testing download and review the *2013-2014 AZELLA Placement PearsonAccess User’s Guide* posted on the AZELLA landing page of *PearsonAccess* (www.pearsonaccess.com)
- ☐ Administer AZELLA Placement Tests as required

Retesting students who participated in the Spring 2013 AZELLA Reassessment

A limited number of students who participated in the Spring 2013 AZELLA Reassessment must take an AZELLA Placement Test at the beginning of this school year. Students who meet **both** criteria below must take an AZELLA Placement Test to determine appropriate placement for school year 2013-2014:

⇒ Student was receiving ELL services during school year 2012-2013, **and**

⇒ Student’s Overall Proficiency Level, as reported on a Spring 2013 AZELLA roster report, is “Invalidated” or “Incomplete Test”

	Student	Overall Proficiency Level
	Invalidated	
1	1LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678 F	Invalidated
	Incomplete Test	
2	2LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678 M	Incomplete Test

No FEP student requires an AZELLA Placement Test regardless of Spring 2013 AZELLA results. No ELL student with a Spring 2013 AZELLA Overall Proficiency Level of Pre-Emergent/Emergent, Basic, Intermediate, or Proficient requires an AZELLA Placement Test.

AZELLA continued

August 2013

AZELLA 2013-2014 Placement Test Scoring and Reporting Cycles

AZELLA Placement Test reports will be produced based on the cycle dates shown below. Student results will not be reported until the student's SAIS ID is entered (unless the student is tested at a BIE or private school).



Cycle	Last Key Entry Date	Electronic Results Posted	Paper Reports Due
1	8/16/2013	9/5/2013	9/12/2013
2	8/30/2013	9/19/2013	9/26/2013
3	9/13/2013	10/3/2013	10/10/2013
4	9/27/2013	10/17/2013	10/24/2013
5	10/25/2013	11/14/2013	11/21/2013
6	11/22/2013	12/12/2013	12/19/2013
7	12/20/2013	1/9/2014	1/16/2014
8	1/31/2014	2/20/2014	2/27/2014
9	2/28/2014	3/13/2014	3/20/2014
10	3/28/2014	4/17/2014	4/24/2014
11	4/25/2014	5/15/2014	5/22/2014
12	5/23/2014	6/12/2014	6/19/2014



AZELLA District Test Coordinators may choose whether or not to receive paper AZELLA Placement Test Reports. The default option is paper reports for both Student Reports and Roster Reports. To change paper preferences, go to the **Test Setup** tab in Pearson Access. Enter **Administration Details** and click the **Edit** button. Select the **No** button to opt out of receiving printed copies of the Student Report or the Roster Report. Be sure to click **Save**. The paper preferences can be changed for every scoring cycle if desired. Once the majority of AZELLA Placement Testing is complete, AZELLA District Test Coordinators might opt to receive only paper Student Reports.

AZELLA Reports from 2012-2013

AZELLA reporting from SY 2012-2013, both placement test and reassessment reports, will be permanently removed from PearsonAccess on September 3. If you have not done so already download these reports and save locally in a secure location, ensuring they are backed up in case of computer failures. All AZELLA results are part of a student's permanent record.

AZELLA Data

There are several steps you can take to ensure that your students' AZELLA data is as accurate as possible.

- ☐ Do not administer an AZELLA Placement Test without first referencing the student's SDELL70 report to determine that a placement test is needed. You are not required to run an SDELL70 report for Kindergarten students entering at the start of the school year.
- ☐ Make certain that student name, date of birth, and SAIS ID provided to Pearson, either key-entered on the Placement test or provided on the test books/answer document for the Reassessment Test, exactly matches what is entered in SAIS for that student.
- ☐ For AZELLA Placement Tests, enter the SAIS ID number for the student as soon as it is known. Placement Tests without SAIS IDs are not reported to ADE.
- ☐ For every scoring cycle, review the AZELLA Corrections app on the Common Logon. Correct AZELLA errors as soon as possible. Records in the AZELLA Corrections app are not visible in an SDELL70 report. There are still over 400 AZELLA test records from SY 2012-2013 in the AZELLA Corrections app waiting to be corrected.

Spring 2014 AZELLA Reassessment Testing and Kindergarten PHLOTE Students

As announced earlier this week, all Kindergarten PHLOTE students will be required to take both the Kindergarten Placement Test and the Spring 2014 Reassessment. Those students who score Proficient on the Kindergarten Placement Test but not Proficient on the Reassessment will be eligible for ELL services when they enter 1st grade in 2014-2015. Each student's placement is a parental decision based on educator recommendations.

AZELLA Customer Service Survey Results

During the 2012-2013 School Year, the AZELLA Team distributed two surveys. The first survey's focus was the Spring 2013 AZELLA test administration; the second was the External Customer Satisfaction Survey. Your feedback on these surveys is greatly appreciated. Results from both surveys were closely examined and used to inform changes in AZELLA procedures where appropriate.

Response to the Spring 2013 AZELLA test administration survey was excellent, and we loved the specificity you included in your comments and suggestions for administering the annual reassessment. We took these comments to heart and you will see changes in the *Test Administration Directions* and training that address many of these issues, including new estimated testing times and clearer directions. Your feedback also assisted us in setting the reassessment schedule for 2014. Although some expressed frustration administering the Speaking test over the phone, we expect that many of these issues will be resolved this year, now that districts are experienced with this type of test administration.

In May 2013, ADE/Assessment distributed the 2013 External Customer Satisfaction Survey to AZELLA District Test Coordinators. Overall satisfaction with AZELLA was rated as 3.77 out of a 5.0 scale. Close examination of our customer's ratings and comments revealed a need for clearer communication between the Assessment Section and the field, improved training offerings, and stronger collaboration between the AZELLA and OELAS teams. These three items will be the AZELLA Team's focus over the 2013-14 School Year.

Thank you to all who took the time to complete these surveys. We value your feedback and hope to see even greater survey participation next year.

OELAS Updates**NEW ELL Coordinator Boot Camp - Thursday, September 12, 2013**

This one-day workshop is designed for ELL Coordinators with less than two years of experience in the position. The Boot Camp will provide attendees the knowledge to build a compliant and effective ELL program. Register: www.azed.gov/english-language-learners click on ELD Professional Development

PELL Meeting - Friday, September 13, 2013

Register: www.azed.gov/English-language-learners - click on ELD Professional Development

Changes Coming to Continuous Improvement Plan

LEAs will be required to have a Title III plan (formerly Goal 3) submitted in ALEAT prior to OELAS reviewing the LEA's Title III application. Specific guidance will accompany the Title III allocation letter that will be forthcoming. Our goal is to have the Title III allocation letter to you by August 16.

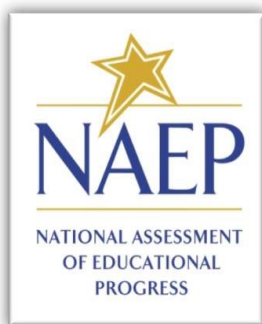
OCR Resolution Agreement

Interventions should continue for those students who did not pass either reading and/or writing on AZELLA and also on AIMS. If test results from Spring 2013 show they passed the area they were previously deficient in, there would be no requirement for interventions services. Early in the Fall, once LEAs have submitted enrollment data, a "refresh" list will be provided to the LEAs to ensure all students requiring services are identified.

Time is Running Out - Nominations for ELL Teacher of the Year and ELL Success Stories are available on the OELAS website www.azed.gov/English-language-learners/conference

NAEP

National Assessment of Educational Progress



NAEP 2014 Participating Schools

NAEP 2014 is almost here!

Forty-eight schools have been notified that they were selected to represent Arizona in the following assessments or pilots: Technology & Engineering Literacy (TEL) Assessment, Civics, Geography, US History Assessments, and Science Pilots.

The Computer Based Science Interactive Try Out Study has been cancelled, however NAEP will be conducting a small Proof of Concept Study for Science Interactive Task Tryout Items on tablets. More information will follow. NAEP may give our six schools, previously selected to participate in the computer based tryout, a chance to have their students participate in the tablet study.

Assessment dates have been sent to principals and are scheduled to take place between January 27 and March 7, 2014. The NAEP Field Team will be on-site to administer all assessments to the selected sample of students in your school.

MyNAEP Online

Schools who have participated in the past and have been selected to participate in the 2014 NAEP will notice a new and improved MyNAEP online this year. Please look for online webinars in the Fall to introduce our participating schools to the new features.

NAEP 2012 Long Term Trends Results

Arizona schools participated in the 2012 NAEP Long Term Trend Assessment however results are reported at the national level only.

Today's 9- and 13-year-old students scored higher in reading and mathematics than their counterparts did 40 years ago according to The Nation's Report Card: Trends in Academic Progress 2012, a long-term trend assessment designed to track changes in the achievement of students ages 9, 13, and 17 since the 1970s. However, 17-year-olds did not show similar gains.

Most notable in the long-term trend report is the improvement in scores among today's black and Hispanic students compared with black and Hispanic students who took the assessments years ago.

In 2012, 9-year-old black students on average scored 36 points higher than their counterparts in the early 1970s in both reading and mathematics.

13-year-olds scored an average of 24 points higher in reading and 36 points higher in mathematics. Hispanic students at age 9 scored an average of 25 points higher in reading and 32 points higher in mathematics than their counterparts in the 1970s. At age 17, average scores for Hispanic students rose 21 points in reading and 17 points in mathematics.

Follow NAEP on social media:



For more information please visit

<http://www.nagb.org/longtermtrend2012>

http://nces.ed.gov/nationsreportcard/about/ltt_main_diff.aspx



Performance Level Descriptors

PARCC recently released grade- and subject-specific performance level descriptors (PLDs). These PLDs are designed to be used for a variety of purposes, including the following:

- Communicate expectations to educators about student performance in relation to college-and-career readiness (or progress toward becoming college-and career-ready);
- Provide information to educators that can be used when developing curricular and instructional materials;
- Serve as the basis for PARCC standard setting in summer 2015; and
- Inform item and rubric development for the PARCC assessments.

The grade- and subject-specific PLDs are available on the PARCC website <http://www.parcconline.org/plds>. PARCC has also released narrated PowerPoints for mathematics PLDs and English language arts and literacy PLDs as well as a grade- and subject-specific PLDs FAQs document to explain the structure of the PLDs and to provide responses to frequently asked questions about the PLDs.

Technology Readiness Tool

The PARCC assessment will be delivered online. PARCC provides minimum and recommended specifications for computer hardware, devices, bandwidth, and security requirements to help you plan for preparing students to be college and career ready and for the online delivery of statewide assessments.

PARCC has also provided you with two tools to help you get ready. Your team of administrators, test coordinators, curriculum and instructional leaders, and technology specialists can work together to evaluate and prepare your assessment infrastructure.

The **Technology Readiness Tool (TRT)** is a way for schools to report their devices, broadband, school level information and personnel concerns. Once the data has been updated, your school can run reports that will help you with gap analysis and progress reporting. This tool will be instrumental in helping you plan to meet instructional goals and needs of students, infrastructure and device considerations, and professional development for teachers.

The **Capacity Planning Tool** is an Excel spreadsheet that allows schools to model different testing scenarios. Using data from the TRT and adding network utilization data points, the spreadsheet will produce a variety of “what if” examples. The tool calculates the number of computers, the amount of broadband and number of sessions needed based on the desired model used for administration. It is a powerful planning tool.

Many schools have completed the process and others have begun but still need to update existing data and mark the data entry “complete” and begin local conversations about readiness. As you work with your teams to complete these tools, you may find the following resources helpful:

www.parcconline.org/Technology

[*Technology Guidelines for PARCC Assessments: Version 2.1*](#)

[PARCC Assessment Administration Guidance](#)

[PARCC Capacity Planning Tool](#)

[*User's Guide for PARCC Assessment Administration Capacity Planning Tool*](#)

PARCC continued



Recently Released:

PARCC Accessibility Features and Accommodations Manual (1st Edition)

The Partnership for Assessment of Readiness for College and Careers (PARCC) released the first edition of the *PARCC Accessibility Features and Accommodations Manual* for the assessments currently being developed. The [*PARCC Accessibility Features and Accommodations Manual*](#) is a comprehensive policy document that outlines the accessibility features and accommodations that will be available for the PARCC Mid-Year, Performance-Based, and End-of-Year Assessments. Dr. Leila Williams, Arizona's Associate Superintendent for Accountability and Assessment, was part of the core writing team for this document.

The release of the manual meets PARCC's commitment to accessibility for all students, especially students with disabilities, English learners and English learners with disabilities, and for meeting the timelines for a 2014 - 2015 assessment administration. In Fall 2013, PARCC will release full administrative guidance in support of the policies released today. These guidelines are designed by the states with input from leading experts and will support states and districts in the implementation of the policies. Additional policy and guidance on assistive technology is also in development.

PARCC also released online brochures called *Expanding Access* for [parents](#) and [teachers](#) of students with disabilities to explain the PARCC assessment and the accessibility system.

June 2013:

Guidance on Participation in Field Test and Practice Tests

July 2013:

Grade- and Subject-Specific PLDs
PARCC Summative Assessments Cost Estimates

Upcoming Planned Releases:

August 2013:

Additional Sample Items Released
Schools/Districts Notified of Selection for Field Testing
Additional Information about Testing Windows Released

Fall 2013:

Sample Items Re-Released on Technology Platform
Design of Student Score Reports Released
Minimum Technology Specifications, Version 3.0
Training Materials for IEP Writing Teams on Accommodations Manual
Timeline/Plan for Student Registration for Operational Testing

Assessment 2013 – 2014 Critical Dates Calendar



To help District Test Coordinators track upcoming dates for each of the different Assessment programs, an Assessment Calendar is posted on every Assessment page on the ADE website. This calendar includes critical dates for AIMS, AIMS A, AZELLA, NAEP, and PARCC. This calendar will be updated monthly throughout the year. The calendar can be viewed by month with all Assessment programs or by the specific Assessment program at <http://www.azed.gov/standards-development-assessment/>. The individual Assessment program calendars will have more detailed information.

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